

Beach & Ocean

KNOX COUNTY PUBLIC LIBRARY





Dear Teacher,

You know how important fun and engaging literacy experiences are for young children. Books engage the imagination, unlock the details of our world, and encourage meaningful interaction between child and adult. Learning happens throughout the day, and we know how challenging it can be to find new activities to enhance the curriculum. Knox County Public Library (KCPL) aims to provide resources that excite and intrigue even the youngest “readers.”

Storytimes to Go are thematically based resource kits designed to infuse language activities into the existing day-long curriculum. They are intended for use by professional preschool teachers with children ages three to five years. A typical kit includes a selection of books, music, puppets, puzzles, flannel boards and/or other manipulatives appropriate for use in the preschool classroom. Each kit also contains a Teacher’s Manual with curriculum connections, activity ideas, reproducibles and a list of other KCPL materials of interest.

Thanks to a generous grant from the East Tennessee Foundation, Knox County Public Library developed *Storytimes to Go* to bring library resources into the preschool environment, allowing additional opportunities for children to develop early literacy skills in a fun and exciting way. We welcome feedback about the kits. If you have any questions or comments, please contact the Children’s Room by phone at 215-8725 or email at childrensdept@knoxlib.org.

Thank you for your commitment to our community’s children. We hope Knox County Public Library can continue to be a valuable resource in your classroom.

A handwritten signature in black ink that reads 'Myretta Black'.

Myretta Black
Director
Knox County Public Library

A handwritten signature in black ink that reads 'Fredda Williams'.

Fredda Williams
Children’s Consultant
Knox County Public Library

A handwritten signature in black ink that reads 'Erin Nguyen'.

Erin Nguyen
Children’s Services Manager
Knox County Public Library



WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

- have them associate reading with pleasure
- broaden their experiences
- help them develop rich imaginations
- increase their listening skills
- increase their educational advantage through access to and awareness of print materials

Sharing books with preschoolers increases:

- reading, writing and speaking ability
- vocabulary
- symbol and letter recognition
- the ability to use more complex sentences
- literal and inferential comprehension skills
- ability to match spoken words with print
- positive attitudes toward reading
- thinking of reading as a valued activity

Shared book experiences help young children to better understand:

- what a book is for
- the concept of authorship
- to turn pages from front to back
- that reading is from left to right
- the concept of words, letters and punctuation
- the meaning of story in “book language” which is more formal than conversation

Through book-centered interaction with an adult, young children learn:

- modeling of reading
- similarities and differences between spoken and written language
- the basic form and structure of written language
- that marks on paper have sounds and meaning
- that a story has a beginning, a middle and an end
- the concept that what is spoken can be written
- to predict what will happen next in stories

THE SIX SKILLS OF EARLY LITERACY

As a teacher, you know how important reading is to developing minds. Young children need a variety of skills to become successful readers. Many of the activities that adults share with children daily—reading and looking at books, singing songs, saying nursery rhymes, exploring the world around us, and others—help build one or more of the six specific early literacy skills that become the building blocks for later reading and writing. Research indicates that children who enter school with more of these skills are better able to benefit from the reading instruction they receive when they arrive at school.

Vocabulary: knowing the names of things

A good Vocabulary is crucial to helping children learn to read and understand what they read. Children with larger vocabularies tend to be better readers and more interested in books. Naming objects, activities, actions, feelings and ideas helps children build their vocabularies.

Print Motivation: one's interest and enjoyment of books

A child with Print Motivation likes to play with books, pretend to write, asks to be read to and likes to listen to stories. Making reading fun and interactive—even for just a few minutes at a time—increases print motivation.

Print Awareness: understanding how we use written words and how to use books

Print Awareness includes basic ideas of how to open a book and turn its pages, as well as, knowledge that English is read from top to bottom and left to right. A child who knows when a book is upside down or points out print in the environment is demonstrating print awareness. Encourage this skill by pointing out and reading words everywhere you see them - on signs, labels, at the grocery store and post office.

Letter Knowledge: knowing the names of letters, their sounds and the differences between them

Children who can identify the name of a letter and what sound it makes have Letter Knowledge. Use fun reading or writing activities to help build this skill, like pointing out and naming letters in books or on signs and labels. For babies, talk about the shape of things, and for preschoolers, try drawing letters and pictures in the sand.

Narrative Skills: being able to tell and understand stories and descriptions

Narrative Skills are essential to a child's comprehension of what she reads. Encourage children to tell you about a book (instead of just listening to it), and have them retell their favorite stories to you. Talk about the sequence of daily routines and activities.

Phonological Awareness: the ability to hear and manipulate the smaller sounds in words

Phonological Awareness includes the ability to hear and create rhymes, to say words with sounds or chunks left out and the ability to put two word chunks together to make a word. Most children who have difficulty in reading have trouble in phonological awareness. Fun word games are a great way to develop this skill: make up silly words, play rhyming games, and sing and read poems, nursery rhymes and rhyming books.

Many of the materials included in this kit can help develop one or more of these six skills. Knox County Public Library does offer free workshops for parents and educators on the early literacy skills and fun ways to help children learn them. For more information, please contact the Children's Room by phone at 215-8725 or email at childrensdept@knoxlib.org.

USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

Flannelboards are excellent for telling and retelling stories, as well as, teaching and reinforcing concepts in the classroom environment. Below are just a few of the ways that using a flannelboard can help support children's learning and development.

Literacy

Children can listen to and practice telling stories as an avenue for building early literacy skills, especially narrative skills. Flannelboard stories have many of the same benefits as books for developing young minds. Figures used are minimal but help children remember the story's details.

Active Participation

Children can become active participants in the storytelling process by assisting the teller in manipulating the figures or deciding "what's next" in the story.

Listening Skills and Attention Span

Flannelboards provide children the support needed to understand and focus on stories that might otherwise be too long or inaccessible.

Creativity

Use generic flannelboard figures to help children develop creativity, divergent thinking and narrative skills. You might use a set of animals or a set of people for the characters, and ask children to supply the settings, conflict and ideas for resolving the story.

Flexibility for the Teacher

As the teacher, you can tailor flannelboard figures and stories to your students' interests or educational needs. Make figures that reflect your community members and important landmarks or events, or create figures that directly match a specific learning objective. One set of figures (for example, animals) can tell a variety of stories or help teach a variety of concepts.

Also, flannelboards are useful for playing games. Vocabulary, sequencing and matching games all provide meaningful learning opportunities in a new or different way for students.

TIPS FOR CREATING AND USING FLANNELBOARD STORIES

Writing Your Own Stories

- Use a logical plot sequence.
- Write a simple script.
- Keep a copy of your story for future use.
- Use patterns from books, clip art or draw your own.

Making the Figures

- Use bright colors.
- Keep in mind the size of your flannelboard and that children will see the figures from a distance.
- Use Velcro tape, or glue or staples to attach felt to the figures. Glue is best if children might handle the figures, although staples are faster and keep the figures flexible, which helps them last longer.
- You can use magnets or magnetic tape on the figures if you have a magnetic surface in your classroom. (Cookie sheets work great.)

Making a Flannelboard

- A piece of felt draped over a chair, taped to a wall, or wrapped around a hard back book can be a great “stage” for your pieces.
- Black or dark blue felt offers good contrast and resists showing dirt.
- Use a heavy weight cardboard or other sturdy material if you’d like to make your own board. 15” by 15” is a good, portable size.

Storing Materials

- Zip lock bags or file folders work great.
- Keep copies of scripts and patterns with your figures.

How do I tell the stories?

A suggested script or activity idea is included both in the bag and in the Teacher’s Manual. Flannelboards work best if you actually tell the story rather than just reading it from the page. It often helps to practice a bit before you tell it to the children for the first time.

Should the children handle the pieces?

Flannelboards give children concrete, tactile ways to interact with a story, learning objective or game. As with any classroom material, teachers should ensure that the children understand how to handle the pieces, and keep in mind the age and development of students. Teachers are responsible for damage to pieces in the *Storytimes to Go* kits.

POLICIES AND PROCEDURES

What is the purpose of *Storytimes to Go*?

Storytimes to Go aims to bring library resources into the preschool environment, enhancing teachers' daily instruction and providing more opportunities for children to develop early literacy skills in a fun and exciting way. The kits allow teachers access to materials that may not already be in the classroom, and each comes with a manual loaded with ideas for using the materials in unique ways that benefit students.

What is included in a *Storytimes to Go* kit?

Storytimes to Go are thematically based and include a selection of books, music, puppets, puzzles, flannelboards and other manipulatives appropriate for use in the preschool classroom. Each kit also contains a Teacher's Manual that provides curriculum connections, reproducibles, and a list of other KCPL materials of interest.

Who are *Storytimes to Go* intended for?

Storytimes to Go are designed for use by preschool educators and professional caregivers serving preschool children ages three to five.

Who can check out *Storytimes to Go*?

Kits may be checked out by any adult with a valid Knox County Public Library card in good standing. Kits may only be borrowed with one's personal library card; teacher cards may not be used.

Should I reserve *Storytimes to Go*? How do I make a reservation?

Patrons must reserve kits at least 24 hours in advance either online through the KCPL catalog or by calling the Children's Room at 215-8725.

What is the checkout period?

Storytimes to Go may be checked out for a period of up to three weeks. They may not be renewed. Only one kit may be checked out at a time.

How much does it cost?

Thanks to a generous grant from the East Tennessee Foundation, KCPL is able to provide these materials for checkout free of charge. Please note, however, that there are unique fees imposed for late returns and damaged or missing parts:

Late Fine: \$5 per day, up to a maximum of \$25.

Teacher's Manual: \$10 replacement fee for damaged or missing pages.

Books and Materials: List price plus a \$5 processing fee.

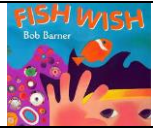
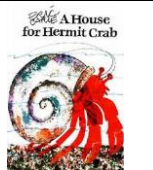
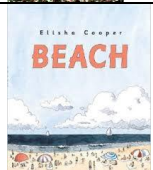
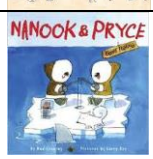
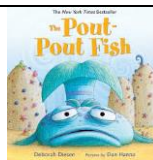

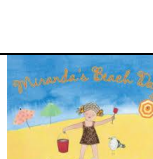

Patrons will also incur a \$10 cleaning fee for materials returned with excessive dirt.

Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.

CONTENTS LIST

Please take a moment to review the contents of your *Storytimes to Go* kit. Some items have more than one component, and it is essential that **all** pieces are returned. Note that charges are incurred for any and all missing or damaged pieces, including the Teacher's Manual.

Books and Music

Picture	Author and Title	Replacement Cost
	Barner, Bob. <i>Fish Wish</i>	\$16.95
	Carle, Eric. <i>A House for Hermit Crab</i>	\$15.95
	Cooper, Elisha. <i>Beach</i>	\$16.99
	Crowley, Ned. <i>Nanook & Pryce: Gone Fishing</i>	\$16.99
	Diesen, Deborah. <i>The Pout-Pout Fish</i>	\$16.00
	Ehlert, Lois. <i>Fish Eyes: A Book You Can Count On</i>	\$16.99
	Keller, Holly. <i>Miranda's Beach Day</i>	\$18.89
	Lionni, Leo. <i>Swimmy</i>	\$17.99





Picture	Author and Title	Replacement Cost
	Peck, Jan. <i>Way Down Deep in the Deep Blue Sea</i>	\$16.99
	Roosa, Karen. <i>Beach Day</i>	\$15.00
	Stockdale, Susan. <i>Fabulous Fishes</i>	\$15.95
	Wallace, Nancy Elizabeth. <i>Shells! Shells! Shells!</i>	\$16.99
	Wood, Audrey. <i>Ten Little Fish</i>	\$15.95
	Sea Music Music CD	\$15.00
	Teacher's Manual	\$10.00

CONTENTS LIST (CONT.)

Flannelboard Materials

<i>Title</i>	<i>Notes</i>	<i>Replacement Fee</i>
Afloat in a Boat	5 pieces	\$10.00
The Fish with the Deep Sea Smile	9 pieces	\$10.00
Five Little Boats	5 pieces	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Ocean Animals Puzzle	6 pieces	\$8.33
	Who's in the Ocean Peekaboo Board	1 piece	\$19.99
	Count On! Ocean Game	33 pieces	\$14.99
	Soft & Squeezy Ocean Animals	10 pieces	\$29.99

FLANNELBOARD SCRIPT: Afloat in a Boat

5 pieces included

by Dick Wilmes

Afloat in a boat
Four friends and me.
The boat was rocking
On the deep blue sea.

One friend saw a **whale**
And leaning out wide
Reached too far and
Fell over the side.

Afloat in a boat
Three friends and me.
The boat was rocking
On the deep blue sea.

One friend saw a **sea gull**
And stood up tall.
The boat started wiggling
And my friend did fall.

Afloat in a boat
Two friends and me.
The boat was rocking
On the deep blue sea.

One friend saw a **seal**
Just resting on a rock.
Turned around to show us
And fell in. What a shock!

Afloat in a boat
One friend and me.
The boat was rocking
On the deep blue sea.

He saw an **octopus**
All slimy and green
And fell in the water
Never more to be seen.

Afloat in a boat
Just little old me.
The boat was rocking
On the deep blue sea.

I saw a **shark**
And jumped with fright.
That shark ate me up
In just one bite!
GULP!

FLANNELBOARD SCRIPT: The Fish with the Deep Sea Smile

9 pieces included

by Margaret Wise Brown

They fished and they fished
Way down in the sea,
Down in the sea a mile.
They fished among all the fish in the sea,
For the fish with the deep sea smile.

One fish came up from the deep of the sea,
From down in the sea a mile,
It had blue-green eyes
And whiskers three,
But never a deep sea smile.

One fish came up from the deep of the sea,
From down in the sea a mile,
With electric lights up and down his tail
But never a deep sea smile.

They fished and they fished
Way down in the sea,
Down in the sea a mile.
They fished among all the fish in the sea,
For the fish with a deep sea smile.

One fish came up with terrible teeth,
One fish with long strong jaws,
One fish came up with long stalked eyes,
One fish with terrible claws.

They fished all through the ocean deep,
For many and many a mile.
And they caught a fish with a laughing eye,
But none with a deep sea smile.

And then one day they got a pull,
From down in the sea a mile.
And when they pulled the fish into the boat
He smiled with a deep sea smile.

And as he smiled the hook got free,
And then, what a deep sea smile!
He flipped his tail and swam away,
Down in the sea a mile.

FLANNELBOARD SCRIPT: Five Little Boats

5 pieces included

The first little boat went chug, chug, chug.

The second little boat went tug, tug, tug.

The third little boat went row, row, row.

The fourth little boat went oh, so slow.

Here comes the sailboat – watch it go!

SONGS AND FINGERPLAYS

Five Little Fishies

(Use fingers to count down)

Five little fishies were swimming near the shore,
One took a dive, then there were four.
Four little fishies were swimming out to sea,
One went for food, then there were three.
Three little fishies said, "Now what shall we do?"
One swam away, and then there were two.
Two little fishies were having great fun,
But one took a plunge, and then there was one.
One little fish said, "I like the warm sun."
Away he went, and then there were none.

Here Is the Sea

Here is the sea, the wavy sea
(Wave your hands from side to side)
Here is my boat
(Cup your hands like a boat)
And here is me
(Point to yourself)
All of the fishes
(Wiggle your fingers)
Down below
(Point downward)
Wiggle their tails
(Wiggle your fingers)
And away they go
(Wiggle fingers behind your back)

My Big Blue Boat

(On first and third verses, pretend to row sitting on the floor. Two children can sit facing one another holding hands, pulling back and forth. On second verse, raise arms above head and wave gently like sails.)

I love to row in my big blue boat,
My big blue boat, my big blue boat;
I love to row in my big blue boat,
Out on the deep blue sea.

My big blue boat has two red sails,
Two red sails, two red sails;
My big blue boat has two red sails,
Out on the deep blue sea.

So come for a ride in my big blue boat,
My big blue boat, my big blue boat;
So come for a ride in my big blue boat,
Out on the deep blue sea.

My Bonnie Lies over the Ocean

(While singing either stand up/sit down or raise/lower hands as each "b" sound is sung.)

My Bonnie lies over the ocean,
My Bonnie lies over the sea.
My Bonnie lies over the ocean,
Oh, bring back my Bonnie to me.

Chorus:
Bring back, bring back,
Oh, bring back my Bonnie to me, to me.
Bring back, bring back,
Oh, bring back my Bonnie to me.

Oh, blow ye winds o'er the ocean,
And blow ye winds o'er the sea.
Oh, blow ye winds o'er the ocean,
And bring back my Bonnie to me.

Chorus

The winds have blown over the ocean,
The winds have blown over the sea.
The winds have blown over the ocean,
And brought back my Bonnie to me.

Chorus

Ocean Shell

I found a great big shell one day,
(Cup hands as if holding large shell)
Upon the ocean floor.
(Pick it up from the floor)
I held it close up to my ear
(Hold cupped hands to ear)
I heard the ocean roar!

I found a tiny little shell one day.
(Pretend to roll shell between fingers)
Upon the ocean sand.
(Pick it up from the floor)
The waves had worn it nice and smooth
(Rub fingers together)
It felt nice in my hand.
(Place little shell in palm of other hand)

SONGS AND FINGERPLAYS (CONT.)

Once I Caught a Fish Alive

One, two, three, four, five,

(Count on fingers)

Once I caught a fish alive.

(Wriggle hand like a fish)

Six, seven, eight, nine, ten,

(Count on fingers)

Then I let him go again.

(Pretend to throw fish back)

Why did you let him go?

Because he bit my finger so.

(Shake hand)

Which one did he bite?

This little finger on the right

(Hold up little finger on right hand)

She Sells Seashells

She sells seashells by the seashore

By the seashore she sells seashells.

Three Times Round

(Tune: "Mulberry Bush")

(On "three times round" the children turn around, either in place, or in a large circle with hands joined, or in pairs. When the ship "SINKS", children sink to the floor. On "pull her up," the children slowly rise, only to "SINK" again.)

Three times round went our gallant, gallant ship.
And three times round went she.

Three times round went our gallant, gallant ship,
Till she SANK to the bottom of the sea.

Pull her up, pull her up, said the little sailor boy,
Pull her up, pull her up, said he.

Pull her up, pull her up, said the little sailor boy,
Or she'll SINK to the bottom of the sea.

OTHER STORYTIMES TO GO AVAILABLE FOR CHECKOUT

Several *Storytimes to Go* kits are available for checkout. Visit www.knoxlib.org and search the online catalog using the phrase “storytimes to go” to reserve kits and have them sent to your library location. Kits can also be held in the Children’s Room for three days by calling 215-8725.

The following themes are available:

All About Me
Beach and Ocean
Colors
Community Helpers
Counting and Numeracy
Dinosaurs
Family
Farm
Food
Friendship
Gardening and Growing
Getting Dressed
Insects
Jungle Animals
Move It: Learning in Motion
Nursery Rhymes
Pets
Reptiles
School
Shapes
Transportation
Weather

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES

Atinuke. *Splash, Anna Hibiscus!* Kane Miller, 2013.

When she goes to the beach with her family, Anna Hibiscus looks for someone to splash in the water with her.

Baker, Keith. *My Octopus Arms.* Beach Lane Books, 2013.

Octopus shows Little Crab all the wonderful things he can do with his arms, including the best thing of all – hugging.

Crum, Shutta. *Uh-Oh!* Alfred A. Knopf, 2015.

Two toddlers share an adventure on the beach in this nearly-wordless book.

Dempsey, Kristy. *Surfer Chick.* Abrams, 2012.

A little chick spends a day at the beach where her father teaches her to surf.

Frasier, Debra. *Out of the Ocean.* Harcourt, 1998.

A little girl and her mother discover treasures from the ocean as they walk along the shore together.

Gaiman, Neil. *Chu's Day at the Beach.* HarperCollins, 2015.

Little panda Chu's big sneezes wreak havoc when he visits the beach.

Grey, Mini. *Traction Man and the Beach Odyssey.* Alfred A. Knopf, 2012.

Action figure Traction Man experiences adventure at the beach along with his sidekick, Scrubbing Brush.

Hills, Tad. *Duck & Goose Go to the Beach.* Barefoot Books, 2014.

When adventurous Duck convinces Goose to visit the beach with him, Goose loves the ocean, but Duck does not.

Hubbell, Patricia. *Sea, Sand, Me!* HarperCollins, 2001.

A young girl loves everything about visiting the beach, from building sandcastles to making new friends.

Jay, Alison. *Out of the Blue.* Barefoot Books, 2014.

With the assistance of various ocean animals a young boy and girl help an octopus escape from a tangled fishing line.

Kann, Victoria. *Aqualicious.* HarperCollins, 2015.

After spending a fun day at the seashore with their new mini-mermaid friend, Pinkalicious and her brother help her return home to the sea.

Konagaya, Kiyomi. *Beach Feet.* Enchanted Lion Books, 2012.

A young boy discovers the wonders of the ocean and sea as he uses his senses to explore.

Law, Jessica. *A Hole in the Bottom of the Sea.* Barefoot Books, 2013.

This version of the traditional cumulative song introduces readers to marine animals and the ocean food chain.

Lawler, Jane. *Ocean Counting.* National Geographic Kids, 2013.

This informative book combines basic counting with fascinating facts and images of ocean animals.

Lies, Brian. *Bats at the Beach.* Houghton Mifflin, 2006.

A group of bats spend a happy, moonlit night at the beach enjoying music, food, and time together.

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Muller, Isabel. *The Green Sea Turtle*. NorthSouth, 2014.

A sea turtle spends twenty years journeying through the Indian Ocean back to its birthplace to lay its eggs.

Oud, Pauline. *Going to the Beach with Lily and Milo*. Clavis, 2011.

Lily and Milo pack up all the supplies they will need for a day at the beach.

Rose, Deborah Lee. *Into the A, B, Sea: An Ocean Alphabet*. Scholastic, 2000.

Twenty-six ocean animals are presented in this informative alphabet book.

Ryan, Pam Muñoz. *Hello Ocean*. Charlesbridge, 2001.

A young girl describes experiencing the ocean using her five senses in this rhyming book.

Sattler, Jennifer Gordon. *Pig Kahuna*. Bloomsbury, 2011.

Fergus and his baby brother Dink find a surfboard at the beach, but he is too afraid to get in the water and try it.

Schertle, Alice. *All You Need for a Beach*. Harcourt, 2004.

Rhyming text lists all the items needed for fun at the beach, from sand to waves and everything in between.

Seeger, Laura Vaccaro. *What If?* Roaring Brook Press, 2010.

Explore the possibilities of a day at the beach with a boy, a ball, and some seals.

Sierra, Judy. *Ballyhoo Bay*. Simon & Schuster, 2009.

When a corporation attempts to build a resort at their beloved beach, a community rallies together to stop the construction.

Soman, David. *Ladybug Girl at the Beach*. Dial, 2010.

Lulu trades in her ladybug costume for a ladybug swimsuit, but she doesn't want to get in the ocean until a wave washes away her favorite pail.

Watt, Mélanie. *Scaredy Squirrel at the Beach*. Kids Can Press, 2009.

Scaredy Squirrel builds his own beach at home rather than expose himself to the dangers of the real thing, but he discovers that something is missing.

Williams, Karen Lynn. *A Beach Tail*. Boyds Mills Press, 2010.

Gregory's father warns him not to wander away from the lion he's drawn in the sand, but as the lion's tail gets longer he gets lost.

Yamashita, Haruo. *Seven Little Mice Go to the Beach*. NorthSouth Books, 2012.

Father Mouse is so tired from making sure his seven little mice are safe at the beach that he falls asleep as the tide starts to come in.

REFERENCES and RESOURCES FOR TEACHERS

A wide selection of additional storytime resource materials is available for check out at the Knox County Public Library. In addition to the specific titles listed below, the Children's Room at Lawson McGhee Library has a special Parenting section filled with books about children's literature, child development, and education that would be of interest to educators.

Bay, Jeannette Graham. *A Treasury of Flannelboard Stories*. Alleyside Press, 1994.

Beall, Pamela. *Wee Sing Children's Songs and Fingerplays*. Price Stern Sloan, 1997.

Blackstone, Stella. *Storytime: First Tales for Sharing*. Barefoot Books, 2005.

Briggs, Diane. *Preschool Favorites: 35 Preschool Storytimes Kids Love*. American Library Association, 2007.

Briggs, Diane. *Toddler Storytime Programs*. Scarecrow Press, 1993.

Briggs, Diane. *101 Fingerplays, Stories, and Songs to Use with Finger Puppets*. American Library Association, 1999.

Carlson, Ann & Mary. *Flannelboard Stories for Infants and Toddlers*. American Library Association, 1999.

Cobb, Jane. *I'm a Little Teapot! Presenting Preschool Storytime*. Black Sheep Press, 1996.

Cole, Joanna. *The Eentsy, Weentsy Spider: Fingerplays and Action Rhymes*. Morrow Junior Books, 1991.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays*. Doubleday, 1972.

Glazer, Tom. *The Mother Goose Songbook*. Doubleday, 1990.

Glazer, Tom. *Music for Ones and Twos: Songs and Games for the Very Young Child*. Doubleday, 1983.

Hart, Jane. *Singing Bee! A Collection of Favorite Children's Songs*. Lothrop, Lee & Shepard Books, 1982.

Hicks, Doris. *Flannelboard Classic Tales*. American Library Association, 1997.

Jeffery, Debby Ann. *Literate Beginnings: Programs for Babies and Toddlers*. American Library Association, 1995.

Marino, Jane. *Babies in the Library!* Scarecrow Press, 2003.

Marino, Jane and Dorothy Houlihan. *Mother Goose Time: Library Programs for Babies and their Caregivers*. H.W. Wilson, Co., 1992.

McNeil, Heather. *Read, Rhyme, and Romp: Early Literacy Skills and Activities for Librarians, Teachers, and Parents*. Libraries Unlimited, 2012

Newcome, Zita. *Head, Shoulders, Knees and Toes: And Other Action Rhymes*. Candlewick Press, 2002.

Nichols, Judy. *Storytimes for Two Year Olds*. American Library Association, 2007

Reid, Rob. *Silly Books to Read Aloud*. Huron Street Press, 2013.

REFERENCES and RESOURCES FOR TEACHERS (CONT.)

Reid, Rob. *Something Musical Happened at the Library: Adding Song and Dance to Children's Story Programs*. American Library Association, 2007.

Roginski, Dawn Rochelle. *A Year in the Story Room: Ready-to-Use Programs for Children*. American Library Association, 2014.

Sierra, Judy. *The Flannel Board Storytelling Book*. H.W. Wilson Co., 1997.

Stetson, Emily. *Little Hands Fingerplays & Action Songs: Seasonal Activities & Creative Play for 2- to 6-Year Olds*. Williamson Pub., 2001.

This Little Piggy. Lap Songs, Finger Plays, Clapping Games and Pantomime Rhymes. Candlewick Press, 2005.

Ultimate Children's Songbook: 66 Fun Songs for Kids: Piano-Vocal-Guitar. Leonard Corporation, 2000.

Wilner, Isabel. *The Baby's Game Book*. Greenwillow Books, 2000.

Yolen, Jane. *Jane Yolen's Mother Goose Songbook*. Caroline House/Boyd's Mill Press, 1992.

WEBSITE RESOURCES

www.preschoolrainbow.org/preschool-rhymes.htm

An extensive collection of action songs & fingerplays arranged by theme.

www.naturallearning.com/fingerplays.html

Lots of fingerplays, arranged alphabetically, not by theme.

www.hummingbirded.com

The name really is “hummingbirded.” Themes are listed alphabetically, with songs, fingerplays, and activities. Many resources especially for daycares and preschools.

www.preschoolexpress.com

The best of Dr. Jean Warren. Offers a wide variety of activities, songs, fingerplays, and more. Many resources especially for daycares and preschools.

www.wccls.org/rhymes

A treasure trove of videos featuring rhymes, songs, and fingerplays for early learning produced by Washington County Cooperative Library Services in Oregon.

www.prekinders.com

Thematic, curriculum-based lesson plans, activities, and free printables created by a pre-K teacher.

www.kizclub.com

A website filled with resources for preschool educators that includes sections on ABC's and nursery rhymes.